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Editorial Comment and News Notes

PERSONNEL OF STATE CURRICULUM COMMISSION

JACKSON PRICE, District Superintendent of Shasta Union High School District and Principal of Shasta Union High School at Redding, was appointed by Superintendent of Public Instruction Roy E. Simpson on September 21, 1948, as a member of the State Curriculum Commission to fill the unexpired term of W. K. Cobb, resigned.

RICHARD MADDEN, Dean of Professional Education at San Diego State College, was appointed by Superintendent Simpson to serve a four-year term ending August 29, 1952, as a member of the State Curriculum Commission, replacing Peter L. Spencer, Professor of Education, Claremont Colleges. This appointment was approved by the State Board of Education on October 15, 1948.

IRWIN O. ADDICOTT, Associate Superintendent of Fresno Public Schools, was appointed as a member of the State Curriculum Commission to fill the unexpired term of Jay D. Conner of San Diego. The vacancy occurred when Dr. Conner was elected by the State Board of Education on October 30, 1948, to the position of Associate Superintendent of Public Instruction.

The members of the Commission elected C. C. Trillingham, Los Angeles County Superintendent of Schools, as vice-chairman of the group, replacing Dr. Conner in this office.

Section 10002 of the Education Code makes the following provision for representation on the Curriculum Commission:

10002. Among the appointive members of the Curriculum Commission there shall be at least one county superintendent of schools, one city superintendent of schools, one person employed in a junior college in a position requiring certification qualifications, one high school principal, one elementary school principal, one college teacher of education and one classroom teacher.

The list of members of the Commission as it is now constituted follows.

STATE CURRICULUM COMMISSION

- IRWIN O. ADDICOTT, Associate Superintendent of Schools, Fresno (2348 Mariposa Street, Fresno 1)
- JOHN F. BRADY, Associate Superintendent of Schools, San Francisco (Civic Auditorium, San Francisco 2)
- RUBIE BURTON, Teacher, Santa Barbara Senior High School, Santa Barbara
- MRS. DOROTHY HARSIN, District Assistant Superintendent of Schools, Los Angeles (115 South Avenue Twenty-Four, Los Angeles 31)
- ROY E. LEARNED, Principal, Washington Elementary School, Sacramento (1716 E Street, Sacramento 14)
- RICHARD MADDEN, Dean of Professional Education, San Diego State College
- H. M. MCPHERSON, District Superintendent of Schools and Principal, Napa Union High School and Napa Junior College, *Secretary of the Commission*
- WILLIAM G. PADEN, City Superintendent of Schools, Alameda (Alameda Avenue and Oak Street, Alameda)
- JACKSON PRICE, District Superintendent and Principal, Shasta Union High School (Redding)
- C. C. TRILLINGHAM, County Superintendent of Schools, Los Angeles County, *Vice-Chairman of the Commission* (808 North Spring Street, Los Angeles 12)
- ROY E. SIMPSON, Superintendent of Public Instruction, *Chairman of the Commission* (Sacramento 14)

APPOINTMENTS TO ELEMENTARY EDUCATION STAFF

MRS. HELEN COWAN WOOD was appointed to the position of Consultant in Elementary Education, effective October 5, 1948, with headquarters in Sacramento. Mrs. Wood has served previously as supervisor of primary grades in the Office of the Fresno County Superintendent of Schools, as general supervisor in Lassen County, and as principal of the Sunset Elementary School, Carmel. She has taught in Monterey, Tulare, Siskiyou, and Kern counties. A graduate of Fresno State College, she holds the master of arts degree from University of California, Los

Angeles. She was elected president of the California School Supervisors Association at the Los Angeles conference of the Association in November, 1948.

MRS. AFTON D. NANCE was appointed to serve as a Consultant in Elementary Education, Division of Instruction, effective November 20, 1948. Mrs. Nance is a native of Idaho, a graduate of Mills College, and holds the master of science degree from the University of Southern California. Her professional experience includes teaching in elementary schools at Huntington Park, Manhattan Beach, and Palos Verdes Estates, and at one time she served as a teacher in the American school at Shanghai, China. She has held administrative posts as principal at Miraleste School in Palos Verdes Estates and in rural supervision and guidance in Riverside County. She has served on the staff of workshops in intergroup education at the University of Southern California and College of the Pacific, and on the summer-school staff of the University of Redlands in the fields of arithmetic and language arts instruction. Mrs. Nance represents the California School Supervisors Association in the State Council of Education of the California Teachers Association.

ADOPTION OF TEACHER'S MANUAL IN ARITHMETIC

On recommendation of the State Curriculum Commission, the State Board of Education at its regular meeting in January, 1949, adopted the material prepared in the Division of Instruction, Elementary Education, entitled "Guide to the Teaching of Arithmetic in Kindergarten, Grades 1 and 2," as a teacher's manual for publication and distribution to teachers in grades one and two.

CALL FOR BIDS FOR TEXTBOOKS

On recommendation of the State Curriculum Commission, the State Board of Education at its regular meeting in January, 1949, authorized calls for bids for the following textbooks for adoption periods of not less than six years nor more than eight years, beginning July 1, 1951:

1. Basic textbooks in spelling for grades three to eight, inclusive, and a teacher's manual in spelling for grades one to eight, inclusive.

2. Basic textbooks in handwriting for grades three to eight, inclusive, and a teacher's manual in handwriting for grades one to eight, inclusive.
3. Basic and supplementary textbooks and accompanying teacher's manuals in reading, and in literature for grades six, seven, and eight.

ELEMENTARY SCHOOL LIBRARY MANUAL

Eight members of Sacramento public school personnel, under the chairmanship of Jewel Gardiner, Professional Librarian and Supervisor of Libraries, prepared a *Manual and Course of Study for Elementary School Libraries* which was adopted by the Sacramento Unified School District and published by the district in September, 1948. It contains 100 pages, 8½ by 11 inches in size, reproduced by photo offset from typewritten copy, and is paper-bound.

Under the major heading, "General Instructions to Librarians," 18 of the most important aspects of library practice are discussed. The physical setup of the elementary school library is treated briefly. Approximately half the bulletin is devoted to "The Program of Library Activities." The place of the library in the reading program and a library program for mentally handicapped children are concluding topics of special interest.

Copies of the manual may be secured from the Office of the Superintendent of Schools, P. O. Box 2271, Sacramento 14. The price is \$1.50.

A TEACHING COMIC ON INTERCULTURAL EDUCATION

An 8-page comic entitled *About People* was published in 1948 by the Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10. The comic is based on Eva Knox Evans' book, *All About Us*, and was prepared in co-operation with the Bureau for Intercultural Education, 1697 Broadway, New York 19, and was tested with successful results in one of the New York City public schools. The comic book is available from the Anti-Defamation League in lots of 500 at \$7.50 per lot.

BOOKLETS ON FRESNO COUNTY INDUSTRIES

The first of a series of booklets for use of elementary school pupils in the study of local industry in Fresno County and the San Joaquin Valley was issued by the Fresno County Superintendent of Schools in 1948. *Dairying and Raising Livestock in Fresno County*, Fresno County Schools Community Life Booklet Number One (48 pages), like the other booklets to be published in this series, is based on material that was supplied by business people of the community. A collection of pictures to be used in the form of large study prints and for making slides, as well as for illustration of the booklet series, has also been compiled with the co-operation of local people engaged in various industries. Each of the booklets is used in mimeographed form by several groups of children before it is published, to make sure that the vocabulary is suitable and that the text and illustrations provide appropriate reference material for a dynamic unit study. Copies of the first booklet are obtainable from the office of Walter G. Martin, County Superintendent of Schools, 301 Hall of Records, Fresno, California, at a unit price of 30 cents.

RECORDS OF THE UNITED NATIONS FOR SCHOOLS

The Division of International Educational Relations of the U. S. Office of Education is offering without cost to the schools and colleges of the United States (except for the small cost of transportation by express, collect), 3,000 sets of the full verbatim records of the first meeting of the United Nations held in this country—the second part of the First Session of the General Assembly. Inquiries regarding this opportunity should be addressed to Rall I. Grigsby, Acting Commissioner, U. S. Office of Education, Washington 25. The package weighs about 16 pounds.

THE EDUCATIONAL SETTING OF EARLY CHILDHOOD EDUCATION

GLENN E. BARNETT, *Assistant Professor of Education,
University of California, Berkeley*

Our principal had to send young Jimmie home, but he did it with a pang of regret. Jimmie was too young for our school, so the law said; but the plain truth was that he'd come to school in spite of the code—or perhaps, he simply hadn't read it. He had joined a happy group of children who were passing his home on this particular day; and before he realized what had happened, the kindergarten teacher was "introducing" him to the school principal with the request that a member of the school boy patrol be asked to take him home.

ISN'T EDUCATION FOR JIMMIE?

Quite naturally, it can be assumed, Jimmie's first question on arriving home was—as it is and has been for a thousand Jimmies—"Why can't I go to school?" And Jimmie's mother probably gave him the time-honored answer, "You're not old enough!"

Perhaps he then went out and just sat on the front step—yes, and thought. Younger children can—and do.

"Not old enough!" Perhaps his mother meant not old enough to be with children who went to school. Surely, that couldn't be it, for he was with some of those children all the time except when they were in school or asleep. Perhaps she meant that he was not old enough to do the things children did at school. True, some of them could do things he couldn't do; but wait a minute—he could do some things some of them couldn't do, too. Further, he was sure he could learn to do the things he couldn't do now.

WHY SHOULDN'T JIMMIE LEARN AT SCHOOL?

Not even Jimmie doubted that a boy of his age could learn. Many times he had heard his mother say he was learning things "so fast I can't keep up with him." It seemed clear enough that he could learn; but evidently he wasn't to do it at school, for the principal had sent him home.

New interests claimed his attention and Jimmie grabbed his "trike" and peddled off down the sidewalk.

THE CHALLENGE UNANSWERED

What Jimmie actually did as he peddled away was to leave his problem to us. What we would do for him was quite unpredictable, for it has too often been true that the interest we adults have given the question has been no more persistent than that of Jimmie. We, too, have ridden off on our trikes and have largely left early childhood education to those who would champion its cause.

It has been fortunate for us that there have been a goodly number who have carried our responsibility. Largely because of their study and experience with its program, these leaders in early childhood education can give affirmative answers to three basic questions which must be asked of any extension of educational services:

1. Does early childhood education have educationally desirable goals which it may reasonably be expected to achieve?
2. Does early childhood education have or can it be expected to have adequate support?
3. Can society provide early childhood education under the principles to which it adheres and within the broad general framework which it has set?

THE GOALS OF EARLY CHILDHOOD EDUCATION

Those who work with children are certainly aware that individuals are not born with the learnings which enable them adequately to take their places in today's society. Nor does anyone expect that by any miracle of "unfolding" the child will

acquire these learnings. His quality as a member of society will most surely be affected by the experiences he has and the consequent opportunities for learning.

In early childhood come the initial social, intellectual, and emotional experiences. In this period the child first meets, and solves in some manner, many of those persisting life situations which command our attention. For example, he has experiences in getting along with people outside his family circle, in acquiring health habits, in assuming some responsibility for his own care, and in creative living. Guided experiences in these and a host of equally important situations become the core of early childhood education.

Broadly speaking, his curriculum is life itself. The aims toward which his educational program strives are basic. In situations conducive to learning, the child is encouraged to find himself. Professional adults constantly encourage him to use the materials and experience of his own concrete world. Flexible, though well-planned, the program offers him necessary security and yet challenges him into the richer and more worth-while learnings beyond his own horizon. The school invites the child and his peers to live.

This program is the beginning of that continuous learning program for which educational systems strive. With no pretense at transferring school experiences from upper levels, early childhood education plans to make a unique contribution to the child's learning.

That this contribution can be made is beyond doubt. Children who have participated in such programs attest to its success. They have become unbelievably more healthy. They have demonstrated an unusual degree of independence in assuming responsibilities for themselves. They have given unmistakable signs of better adjustment. In short, they show greater promise of realization of their potentialities.

SUPPORT FOR THE PROGRAM

Seldom has any program in organized education had its principles and broad practices so widely approved. Comparatively unknown in this country twenty-five years ago, early childhood education now has the support of leading professional, lay, and parent groups. The Educational Policies Commission, The National Society for the Study of Education, and the American Association of School Administrators have endorsed the program in their publications. Conventions of workers' groups, pediatricians, and governmental advisory groups have publicly reported their support. In various cities, including the nation's capital, parent groups have organized in its behalf.

Individual parents, too, have asserted themselves in favor of it. Programs supported by fees and requiring that parents give some service as parent-helpers at the school have universally needed waiting lists for their applicants. Even the staunchest skeptics have had to admit, after investigation, that these parents support education for younger children as an opportunity for their children to learn rather than simply to be rid of them for a few hours each day.

Financial support for public programs seems only to await the day when the school organization can offer service at this level. Indeed, in many cases further extension to include younger children has brought the kindergarten itself into being.

PROVISION FOR EARLY CHILDHOOD EDUCATION

While it is probably too early to set the exact form of early childhood education, and indeed we may well want to keep its flexibility as one of its major strengths, we can be sure that it has a place in American education.

No part of our program is more thoroughly democratic or richer in its potential contributions to our way of life than is early childhood education. Children need initially to acquire learnings which will render them immune to the myths which underlie some of our greatest problems and which will instead guarantee their receptivity to the greater truths which unite us for better living. Every part of the society, not excluding the

family, is strengthened by this new attention to the importance of childhood.

The framework we have already provided in the public school can logically include this newer service. The old and new are alike in that they prepare to make the child's yesterdays contribute to his tomorrows.

With educational planning shifting from the older dictation—from-the-top-down to the newer building-from-the-bottom-up, early childhood education is not only invited into the system, it is necessary to it.

SUMMARY

Yes, Jimmie was sent home from school today; but he'll come back tomorrow, for then he will belong. Neither Jimmie nor the society in which he lives can allow his learning to be left to chance. He must have every opportunity to live fully every minute of his life. Early childhood education will foster this aim, the society will support it, and every school—soon, let us hope—will organize for it.

WHAT IS A PRIMARY SCHOOL?

FAITH SMITTER, *Co-ordinator, Research and Guidance,
Los Angeles County*

The primary school, as usually conceived, is an administrative organization for early childhood education covering the first three or four years of school. Sometimes the primary school is housed in a separate building and sometimes in a part of the complete elementary school plant. It can readily be seen that a small, separate, primary school may offer advantages to children and their parents. A specially planned building suitably equipped and situated in the neighborhood in which the children live is convenient and desirable. This arrangement minimizes transportation problems, provides a less formidable institution to which young children must adapt themselves, and encourages parents to participate in the school program. The playground and building regulations that are necessary when large numbers of children of wide age range are housed together are minimized when a smaller number of children of lesser age range are housed separately.

Those who believe that the primary school should be housed in the elementary school plant point to the continuity of experience that this arrangement offers as an argument in its favor. Transfer to another school at the completion of the primary program may necessitate new adjustments for children which are more serious than the problems children face in the initial adaptation to the elementary school. Separate school plants, the opponents believe, may contribute to a separation of educational policy, planning, and supervision and thus result in a segmentation of education rather than in a continuous integrated experience for children.

However the primary school is housed, the period of school experience it covers is usually planned as one in which young

children may progress unhampered by traditional grade organization. The groups of children are ungraded and are usually referred to as Miss Meredith's group or Miss Corey's group. The placement of children in these groups is not based on academic achievement alone. All teachers now realize that homogeneity in achievement is a will-o'-the-wisp that can never be attained and that if approximated would result in such a heterogeneity of other factors such as age, social maturity, and interests that the children would find difficulty in working together or developing common purposes.

Placement of children in working groups is based on each child's total development. The most important questions to be asked are: "Is he interested?" "Can he participate in the activities of a certain group of children?" Most children participate and learn effectively in their own age groups. A few whose rate of growth is unusually slow or extraordinarily rapid or who have special problems or talents may work more effectively and more comfortably with children who are not chronologically of the same age. Placement within a group in the primary school is not the result of promotion in a sense that an academic hurdle has been successfully cleared. Experienced teachers know that a group of children who can work together co-operatively must be able to develop common purposes and have similar interests. Teachers also recognize the fact that the group may include children with a wide range of skills and achievements. The teacher in the primary school is prepared to adapt her procedures to the variations of ability and interest inevitable in every group. Each group will include children with less as well as more advanced achievement in the knowledge, skills, and attitudes which the primary school aims to develop.

Placement of a child in a primary school group will be based on the teacher's understanding of the child that comes from working with him, observing his reactions in different situations, studying the record of his previous development, and knowing of his adjustment at home. This understanding implies that the groups will be flexible and that changes in placement will be

made whenever desirable for the child, not at stated promotional intervals alone.

One timid seven-year-old may profit from working with the six-year-olds for a few months. This placement does not mean that he "has been put back" or has "failed." He may stay with this younger group permanently as the most effective place for him or he may return to his age group when he has overcome his problem. Modern educational practice places a premium on the teacher's knowing each child well. All techniques that contribute to such knowledge should be utilized. Observations and records, tests, conferences with parents, as well as the provision for a variety of activities in which the child reveals his personality and demonstrates his abilities, are requisite to this understanding.

Certain educators believe it desirable for a teacher to work with the same group of children for several years. Not only does such an arrangement give a feeling of security to many children but it gives the teacher an opportunity to know the children and their families and to understand the children's development somewhat as parents do by means of several years of close observation.

The primary school, with its flexible grouping and its emphasis on continuous human development rather than scaling academic hurdles at stated intervals, provides a greater opportunity for continuous and integrated curriculum planning than does the traditional grade organization. When all teachers accept responsibility for adapting educational procedures to the wide variation in human development, curriculum planning for the primary grades will become a co-operative enterprise in which all the teachers of the school participate. Common purposes emerge from such an enterprise that are seldom apparent when each teacher assumes responsibility only for her own group and ceases to have any feeling of responsibility for them when they have been promoted to the next grade. In the primary school as conceived by forward-looking educators, the entire staff assumes responsibility for welfare and education of all the children.

All successful schools operate on the basis of principles that are generally accepted in educational philosophy and substantiated by educational research, the findings of experimental schools, and the practical day-by-day experience of alert, discriminating teachers. It follows that the primary school which effectively meets the needs of young children is guided by the same basic principles. These principles may be reexamined in the light of the purposes to be achieved through the primary school.

1. *Learning is continuous.* When a teacher works with the same group of children for several years, long-term purposes evolve, children's plans can be carried forward and children's friendships strengthened. The piecemeal quality in the lives of certain children sometimes results in disorganization of personality and confusion of thinking. A small four-year school in which class groupings are flexible, relationships are close, and plans and purposes commonly developed provides the continuous learnings and the stable conditions conducive to the development of wholesome personalities.

2. *Individual differences are acceptable and desirable.* The primary school sets no standards that force children to attempt to jump through the same hoop at the same time. Varying rates of growth are neither penalized nor rewarded but accepted as natural and inevitable. Teachers and parents are encouraged to observe, to understand, and to stimulate children's growth, not to punish or reward children because of the differences that characterize and enrich group living.

3. *Change is inherent in life.* Change in the growth-rates, the interests, and the means by which children adjust themselves to the circumstances of living require change in working groups for certain children and change in expectation for others. The acceptance of life, not as a smoothly-flowing river but as a stream subject to spurts and digressions, means that provision is made for irregularities of growth and learning.

4. *To teach children, it is necessary to understand them.* The longer period of time in the primary school in which a

teacher has responsibility for children makes it possible for her to understand them more completely. The emphasis on all aspects of growth rather than a few skills means that knowing children is a requisite to teaching, not an occasional result of teaching. The emphasis placed on the observation of children and the diagnosis of their needs as a basis for grouping means that teachers in a primary school are likely to learn more about children than when new groups of children are assigned to them each year.

WHAT MAKES A PRIMARY SCHOOL SUCCEED?

Under what conditions is the primary school successful? It is self-evident that the teachers in a primary school must have the point of view that leads to the acceptance of long-term planning for children. Teachers who believe in the teaching of traditional skills and subject matter at specified grade levels would find it difficult to adjust their methods to children. Teachers in a primary school would not become grade specialists, as is a kindergarten teacher or a third-grade teacher. They would be able to teach all phases of the primary school program and would actually do so in each group in order to meet its wide range of abilities and because they would work with the same group of children for several years.

Emphasis is placed on the teacher's knowledge of children as one basis for a sound school program. Teachers must therefore be skilled in techniques of gaining this insight. Teachers must be interested in human development and have an understanding of individual differences. They must avoid the practice of emphasizing inadequacies or limitations.

The primary school is an integral part of the total program of education. If it represents a philosophy of education different from that of the rest of the program, problems of articulation are bound to arise.

Rigid grouping of individuals in any area of living, whether in education, business, or community life, usually results in increased demands upon the individual thereafter to reorient himself to varying conditions and differences in purpose of other

groups. Although education must consider the peculiar needs of different groups of pupils, such as those in early childhood, in later childhood, and in adolescence, these groups are not sharply differentiated one from another, nor do the purposes of education or the psychology of children change sharply from one year to the next. The success of a school program depends on its singleness of purpose and the integration of its parts. Curriculum development, supervision, and administration of the primary school should be an aspect of the total program for children.

The success of any primary school program is dependent on the understanding and acceptance which parents bring to it. Any break with tradition creates fear in the hearts of parents. To many, the old seems secure, the new unknown and hazardous. One characteristic of parents can be counted on: they want the best for their children. The best as they know it is often what they have experienced themselves or what has been long established. They are suspicious and apprehensive of change lest it represent experimentation. The old with its limitations, they believe, is better than the new with its unknown pitfalls.

If parents can be helped to understand the reasons for change and to see that the evidence of research, not the whims of educators, has brought it about, they are willing to listen. If parents' knowledge of their children and their hopes for them are actually utilized, they are eager to participate in planning for their children. If parents are encouraged to observe and helped to interpret the progress of children, they accept the new methods as they come to understand them.

The philosophy on which the primary school is based can be applied with equal justification to all levels of education. Elementary schools are moving toward longer units of pupil activity uninterrupted by changes in groupings, in subjects, and in teachers. The trend from semiannual to annual promotion, from sharp departmentalization to integrated programs in the upper as well as lower grades, is indicative of this movement. Promotional practices are changing from scholastic achievement to social maturity as an index of desirable grade placement.

Primary education currently faces a number of critical problems. The increased number of young children in public schools, the trend toward extending public education downward, and the unsuitability of the existing grade system in meeting young children's needs are problems which have been pointed out repeatedly by educational leadership. A two-year kindergarten program has been tried in certain school systems, the "junior first grade" in others, as efforts to mitigate the detrimental effect of grade failure for young and immature children. The primary school seems to offer an opportunity for young children to adjust to school at their own rates without the penalties of grade failure. The primary school gives teachers and parents a longer observational period in which to determine desirable group placement and it provides an environment specially designed for the youngest school children.

GROWTH AND DEVELOPMENT OF CHILDREN

ELIZABETH L. WOODS, *Supervisor, Guidance and Counseling,
Elementary Education Division, Los Angeles Public Schools*

Once upon a time there was a teacher—and she was only one of many—who was anxious to know just what one might expect of a child of twelve, or of nine, or six, or three, or any other age. She wanted to know how to tell if his body were well grown and developed; whether or not he could remember and think as he ought for his age; and whether his emotions were normal and his behavior right of his years.

She was a conscientious and hard-working teacher—only one of many—and she searched the libraries and took university courses, and signed up for in-service training classes, hoping to find answers to problems which plagued her every day. She wished ardently to know whether or not she was expecting too much or not enough in the way of self-control from Tom. She felt she must find someone who could tell her whether Sue was being stimulated to work at the correct rate for her strength and integrative powers or whether too much was being expected of her. She wanted to know at what age one could and should expect a child to have pity for another's suffering, remorse for cruelty, and unembittered acceptance of defeat by a rival.

Class after class and book after book failed to give her the exact cataloging of growth attainments by years for which she continued to search. Sometimes she got specific pronouncements which failed so often to check with her experience and observations of individual children that she became discouraged and annoyed. Then, finally, she got a concept which proved to be a gold mine of comfort and security. And this is what she said to herself: growth, whether physical, or mental, or emotional-social, is a process. It is a process which has its own rate of maturing in each child with the result that what is normal and to be

expected in one child may be quite different in another, and each must be studied in relation to the start he had in physical and mental endowment, his life story of health or illness, and the kinds of experiences in human relationships, with adults and with children, which all his years have provided.

She found, though, that she was not entirely without some standards which she could use to estimate the differences in a given child's development from that of the great majority of his peers. She found Gesell¹ helpful, and Pryor.² Certainly there are differences between the physiques, the learnings, and the behavior of three- and six-year-olds, and nine- and twelve-year-olds. It is useful to know that a child is behaving on a level which indicates that his maturity in a specific regard (as intellectual, or emotional) is more like that of most children who are younger or older than himself. But one must hold fast to the knowledge that each child's behavior represents a maturity which was to be expected of him in view of his endowment, his history, his home life, and all of his other experiences. A study of these will point the way to the evaluation of his needs, the attitude toward him which the teacher will cultivate, and the program of work and play which she will try to provide.

And so she went about training herself, learning by her own observations of children, as well as from the writings of competent mental hygienists and students of child development, all she could about the aspects of behavior and growth which had puzzled her. She made notes on these and gave them headings to which she could refer easily. Her findings in the various areas of growth are summarized under six headings in the sections which follow.

PHYSICAL GROWTH

Physical growth proceeds with astonishing rapidity in the embryo and in the first years of life. The rate of growth gradually decreases through the years so that smaller gains are to be expected in the third year than in the second, smaller in the

¹ Arnold Gesell, *The Child from Five to Ten*. New York: Harper and Brothers, 1946.

² Helen B. Pryor, *As the Child Grows*. New York: Silver Burdett Company, Inc., 1943.

fourth year than in the third, less rapid gains in the fifth year than in the fourth, and so on. Gains, yes, but not such spectacular gains. Height and weight measurements ideally should be taken and recorded by parents or school every six months. And if no gain is shown, a searching examination by a pediatrician should determine why. The important thing is not whether a child is tiny or large for his age, but whether or not he is making suitable gains.

GROWTH IN UNDERSTANDING THE WORLD ABOUT HIM

Growth in understanding the world, like growth of the physical body, proceeds at a tremendous rate in the early years. It is agreed by all authorities that in his first year the child learns more than he ever will again in any one year. This learning, too, diminishes in rapidity and that is why, as Jersild points out, that the early years are of such great importance in the child's development.¹ The nursery, kindergarten, and primary years all see tremendous increases in the child's understanding of his world.

All of his questions should be answered clearly, simply, and with patience. This is often difficult in the classroom situation, but to refuse answers, even to questions that seem irrelevant to the immediate situation, is to stultify curiosity, check growth and leave the schools in the embarrassing situation of explaining why curiosity is much less evident in the eighth year and beyond than in the younger years.

Trips, class discussions of things and events, experiences in group projects—all these promote the widening of horizons, the development of initiative, confidence in self, and that precious curiosity without which mental growth declines or dies. We should hope for and encourage more, not fewer, questions from children as the years move on.

GROWTH IN ACCEPTING SOCIAL STANDARDS OF CONDUCT

Our teacher learned that every child tells untruths at times and that it takes years of living to enable children to accept the

¹ Arthur J. Jersild, *Child Development and the Curriculum*. New York: Bureau of Publications, Teachers College, Columbia University, 1946, pp. 58-100.

concept of "mine and thine"—to outgrow the young child's belief that he has a right to take anything he wants from any person or place. She found that ideas of sharing, willingness to take turns, consideration for the feelings of others, and other virtues are not born with the child. They must be taught. And the earlier they can be made an important part of the child's learning the more certain they are to become a part of the child's personality structure.

An adult who with stern eyes and emotion-ridden voice asks a child, "Did you do so and so?" is inviting a lie, and is very likely to get one. Another common error of adults is to demand, "Why did you do that?" Usually, the child doesn't know why he did it, and in any case, the answer pleases no one. A better way is to let the child know that you don't consider him the only or the greatest sinner in the world, that you still like and believe in him, and that you are going to help him to make amends and not get into trouble again.

Here as elsewhere in a child's development, there is no year which marks the "normal" age at which one can expect acceptance of social codes and behavior attuned to it. The child who has had a happy, secure home, and wise training therein will come to kindergarten fairly well launched on a career of approved behavior. The child who has not had this background may need years of patient, wise handling by his teacher before his behavior conforms to society's demands, if, indeed, it ever does so. This is the fault of adults, not of the erring child, and teachers must strive to love the sinner though they hate the sin. This can be done. Persistent acceptance of a behavior problem child and demonstrated affection for him will often change his attitudes and behaviors.

GROWTH IN OBEDIENCE

In the field of mental hygiene, our teacher ran into some findings in regard to obedience which gave her pause. She learned that the thing which most parents and most teachers treasure, namely, complete, instant obedience at all times, is

really unwholesome behavior in children. Preston has described the kind of adults who develop from children trained to this degree of obedience.¹ They are supine, easily led and domineered by others, and likely to make failures of their adjustment to life. Children must gradually be taught to replace obedience with responsibility. This does not mean that obedience is never to be exacted. We jail many people who have never learned obedience to law and to people in authority. But, to paraphrase Preston, people who have an insatiable appetite for respect, for perfect obedience, are usually people who have been themselves pushed around, and they take revenge on children who cannot fight back effectually.²

Occasional disobedience is a sign of better mental health than is habitual compliance. As the child matures, as his reasoning powers grow and his life experiences are enriched, he will, with good guidance, take responsibility for doing those right and reasonable things which happy living with others demands. The age at which we can and should expect reasonable obedience will depend on each child's home training and on the personalities of his teachers.

The young child will, of course, have to be forcibly restrained from endangering himself or others and will sometimes have to be punished for some kinds of disobedience. It is the unwise demand for supine acceptance of adult decrees at all times which endangers the child's need to learn responsibility in an atmosphere of warmth and of acceptance of him as a likable human being. Our teacher learned that she didn't have to see everything, hear everything, and correct everything in order to be properly respected.

GROWTH IN HANDLING COMPETITION

Here are some of our teacher's conclusions after much reading, observation, and thought on the subject of competition.

Competition is a natural, inevitable aspect of all living at all ages. Children compete for attention and praise. So do adults.

¹ George H. Preston, M.D., *The Substance of Mental Health*. New York: Farrar and Rinehart, Inc., 1943, p. 51.

² *Ibid.*, p. 48.

It is only when children acquire an abnormal appetite for having first place at all costs that competition becomes poisonous. We suffer from competition only when failure to be "first" means humiliation and loss of confidence and self-respect.

Both parents and teachers must devise ways of helping children to face failure without discouragement and a sense of disgrace. Children must not be protected from all failure, else they will later be crushed by failures which every individual must face at times. The parent who does his child's home work for him "so he won't fail," is crippling the child's mental development, and denying him the wholesome effect of immunization against despair over failure. He should be permitted to experience small doses of failure in a safe place, where his self-respect may be preserved by intelligent handling of the situation. The teacher must see to it that the work expected of any child is within his capacity, no matter in what "grade" he is enrolled. Competition for success between totally unequal children is a villainous aspect of the grade system which mass education has not yet solved but, with a flexible curriculum, the good teacher can do much to individualize the demands and humanize competition in the classroom.

GROWTH IN ACCEPTED SEX BEHAVIOR

Our teacher became convinced that teachers need to examine their own attitudes toward sex. If they cannot accept the fact that sex organs are part of every human being's natural equipment, if their own early teaching has made them unable to accept curiosity concerning these organs as normal and interest in them as a universal and natural phenomenon in childhood, then they will be so shocked by "bad" words, written or spoken, and especially by masturbation, that they will be unable to accept and help children who have been badly taught by their life experiences at home or abroad.

Neither parents nor teachers can help children in this important area of living if their own attitudes have been so warped (by the attitudes of their own parents or teachers) that

they cannot hide the embarrassment or even disgust which any reference to sex organs or sex behavior brings to them. Adults often make the mistake of believing that the interests of children and even their overt behavior in connection with sex have the same implications as they would have in an adult. Consequently they are shocked at what they consider "obscene" or "degenerate" behavior. If they can rid themselves of this idea, and recognize the behavior as the result of natural curiosity which has not been wisely satisfied, or as exploration of sensations allied to those of any other part of the body—the search to know all about all of one's self—adult tensions about this whole matter will be lessened or eliminated and both parents and teachers will be able to help children to desirable knowledges and behaviors. There is help for teachers as well as parents in the chapter on "Sex Learning" in an excellent little book by Gelolo McHugh, entitled *Developing Your Child's Personality*.¹

Our teacher—and she is only one of many—found help and security in these notes which she made. She found herself more relaxed, less demanding, and more confident. She realized that she could depend upon natural growth processes to make responsible youths out of irresponsible children, if only she and their other adult friends would persist in giving them each day acceptance, affection, and the proper food for body, mind, and spirit.

¹ Gelolo McHugh, *Developing Your Child's Personality*. New York: D. Appleton-Century Company, Inc., 1947.

PLAY AS AN EDUCATIVE FACTOR IN EARLY CHILDHOOD EDUCATION

HELEN CHRISTIANSON, *Lecturer in Education and Supervisor of Early Childhood Education, University of California, Los Angeles*

How intently have you watched a group of young children at play? Have you followed their activities from day to day? How serious is their play to them and, in turn, to others? What observations and meanings does it reflect regarding home customs and community ways of living? What outlets does it afford each child for personal-social adjustment?

To the student of child development, play is a prime factor in early childhood education. To the average adult, on the other hand, children's play is still regarded as an amusing pastime at home and a pleasant, but by no means essential, introduction to group experience at school—something to be allowed for a semester or two, perhaps! For this difference of viewpoint, teachers are largely responsible. In their absorption in daily living with children, they have paid scant attention to opportunities to serve as interpreters of children's needs and interests or as disseminators of research findings concerning those all-important early years. Now they must find ways of sharing information and experience, if they wish to secure more adequate provision for play in schools and to extend educational opportunities to more and younger children.

Education implies harmonious development of all the potentialities of each individual. It is a process—a forward movement—which begins in the home nursery, continues in school, and extends through life. Usually the term "early childhood education" is used to designate children's beginning school experiences. It constitutes a community's plan for supplementing the home in fostering child development. To the child it is a stimulating new adventure. Previously the family has constituted his

group, and the activities of the home his educational environment. Now for the first time he steps beyond his doorway into a group where others are about his age and size and the environment is planned wholly in terms of young children and their potentialities. In this new setting, what is meant by play and how does it further this process we call education?

Probably play has its beginnings in the inner urge or drive of the infant and toddler to be active. By the time young children are able to walk and talk freely, play includes a wide assortment of self-chosen activities in which a child engages spontaneously; he investigates the fascinating realm of things which surround him both in- and out-of-doors; as he explores the alluring world of people and tries to identify himself with their interests and occupations; he experiments with his own powers in adapting to or exerting control over his immediate environment, including materials and playmates.

According to specialists in child development, most children are ready from about the age of three onward (some a bit earlier, perhaps) to have their familiar home environment supplemented for a part of each day by group experience at school. A house or apartment that is necessarily furnished to meet the needs of the entire family has its restrictions for a young child who has an impelling urge to find out about everything in it through seeing, touching, tasting, hearing, smelling, manipulating. He may be fortunate enough to have a yard in which to play, but this too is often confining in space and limited in equipment. With a growing interest in other children, he craves social contacts that a busy mother often lacks time and understanding to supervise. So it happens that a young three- or four-year-old gets bored and his play becomes desultory when he has exhausted temporarily his own ideas with materials at hand. If he is a vigorous, dynamic child, he grows restive and may even run out of bounds in his eagerness to explore the neighborhood for new experiences.

It is because of the needs of these active, alert children and perplexed, often burdened, mothers that interest is growing in

the concept of a neighborhood school for early childhood education. Here, not too far from home, children engage for a while each day in play which may be constructive, creative, and informative—a challenge to eager minds and growing muscles. Here, too, parents may share with a wise and friendly teacher what they have discovered about their own child's personality, his abilities, habits, and ways of responding to their guidance. They will gain further insight as they watch him at play with his peers in the school. They will likewise grow in understanding of the sequences of child development which lie ahead as they observe the environment and guidance planned for the various age groups to ensure progressive growth.

In the neighborhood or primary school with provision for children from three to seven or eight years of age, the teachers have an unsurpassed opportunity to interpret play as a prime educative factor in early childhood and to explain and exemplify their criteria in providing an environment which will stimulate children to initiate their own learning situations through play. Of course, children do not consciously engage in play for the purpose of learning. Play implies activity—often intense, persistent activity—and complete absorption with no end in view other than enjoyment. However, when a child is given a challenging environment in which self-activity is encouraged, learning is invariably an accompaniment of the play which ensues. That there is pure enjoyment in the doing may be evident in vigor of movement, in laughter, in persistent repetition (a young child gives himself the drill he needs when there is readiness for the skill); or again, in serious, intent expression, in posture, in speech.

What are the principles or generalizations which warrant the use of play as an educative factor? How does a teacher evaluate the environment she arranges to stimulate play? If activities are child-initiated, what is the role of the adult while play is in progress? Answers to parents' questions such as these may be summarized somewhat as shown in the chart that accompanies this article. Details, however, should be blocked in by the teacher of each age group.

EVALUATION OF PLAY AS AN EDUCATIVE FACTOR

<i>Generalizations regarding children's play needs</i>	<i>Criteria for evaluating environmental arrangements to meet these needs</i>	<i>Clues to the role of teacher giving guidance</i>
Young children crave vigorous bodily activity with opportunities to develop new motor skills in their own time and way.	Is there ample space for freedom of movement without disrupting other activities?	Are the children encouraged to be inventive in bodily movements, evolving new ways to swing, slide, or use the bars?
	Is the equipment sufficiently varied in size and intricacy to challenge the children and lead to new skills?	Does the teacher show imagination in varying arrangements and supplementing equipment to challenge more mature children in the group?
	Is the standard playground equipment supplemented with plenty of movable boxes, boards, ladders, and wheel toys to suggest various possibilities?	Does the teacher recognize and encourage uses of big equipment for dramatic play?
Young children seek understanding of the world of things by investigating, manipulating and exerting control over a thousand and one common objects.	Is there an abundance of materials and objects to provide rich sensory experiences? Are there occasional changes of materials to provoke new discoveries of color, form, weight, texture mobility and other qualities?	Is the teacher resourceful in furthering children's interest in materials (1) by helping them make comparisons; (2) by encouraging verbal expression of sensory experiences?
	Is there opportunity for finding out about and using various mechanical devices, gadgets, and tools?	Does the teacher help children find answers to their questions: "What is it for? How does it work?"

*Generalizations regarding
children's play needs*

Criteria for evaluating environmental arrangements to meet these needs

Are there neighborhood trips to see men and machinery at work?

Young children delight in contacts with living, growing things as a part of their everyday play environment.

Are there pets that invite children to observe, handle, feed, carry about, make pens?

Does the outdoor play area invite acquaintance with trees and shrubs, insects and butterflies, flowers and gardening?

Are nature materials used for beauty indoors as well as for manipulation and science observation?

Every young child needs opportunity to identify himself with the world of people through dramatic play with other children of his age.

Clues to the role of teacher giving guidance

Is the teacher able to assist children with scientific information when needed?

Does the teacher share children's enjoyment, and encourage the shy child to have satisfying contacts?

Do teacher and children garden together sometimes—digging, planting, watering, or raking?

Does the teacher show appreciation of children's discoveries and provide appropriate containers for insects, flowers, pods and other treasures?

Is the teacher ingenious in providing meaningful supplementary materials to enrich the content of children's play? Are the children free to launch social activities in terms of their own readiness?

Does the teacher help the young children with quick construction of a setting for dramatic play when needed? Do older children have a chance to carry over absorbing play activity and construction from one day to another?

EVALUATION OF PLAY AS AN EDUCATIVE FACTOR—Continued

Generalizations regarding children's play needs	Criteria for evaluating environmental arrangements to meet these needs	Clues to the role of teacher giving guidance
Every child needs to find media for expression of his feelings and ideas in an environment where he may grow at his own pace in sharing the feelings and actions of others.	Are there plenty of pictures and books to help children recall and relive familiar scenes and activities and share fresh experiences imaginatively?	Does the teacher study the personality needs of each child and vary the play environment to stimulate developing interests?
Is there a variety of equipment to stimulate experimental play with sound, rhythm, melody and movement (drums, rattles, bells, simple tonal instruments)?	Do the available materials include sand, clay, earth, water, paints, blocks, wood, and supplementary tools?	Does the teacher show understanding of children's needs for emotional outlet as well as for manipulation and construction? Does she encourage individual expression?
		Does she have an appreciative eye and a listening ear for creative activities? Can she contribute to a high moment of experience by her spontaneous use of melody, rhyme or rhythmic accompaniment?

As parents grow in understanding of the significance of play in education, it is highly probable that the old idea of teacher-instructor or school teacher will be replaced by a broad concept of skilled guidance-teacher.¹ When needed by the children, such a guidance-teacher is consultant, co-worker, artist, explorer. Temperamental characteristics and social adjustment are of great importance. Likewise she is scientific observer, student of child psychology, guidance specialist, and interpreter of children's needs. "A developmental point of view is the most significant feature of her vocational equipment."²

¹ This hyphenated term is suggested by Arnold Gesell, *Infant and Child in the Culture of Today*, New York: Harper and Brothers, 1943, pp. 271ff.

² *Ibid.*, p. 272.

THE NURSERY SCHOOL ENVIRONMENT: A GROWING ENVIRONMENT FOR GROWING CHILDREN

BLANCHE LUDLUM, *University Nursery School, University of California, Los Angeles*

*There was a child went forth every day,
And the first object he looked upon . . .
that object he became. . . .¹*

To meet the needs and interests of young children, the play environment must be thoughtfully planned. Certain apparatus and play materials are fairly standard for nursery schools, but the manner in which these are used depends upon the children and the staff.

CHILDREN NEED TO EXPLORE

Equipment to foster gross motor activity. Climbing trees or towers of hard wood are excellent for four-year-olds to climb upon, and this type of equipment can also be used by the youngest children. If large wooden boxes are placed near by, with walking boards 10 or 12 feet long placed so as to connect the boxes and extend to the climbing tower, the climbing is more stimulating for the two-year-olds and is conducive to dramatic play for the three- and four-year-olds. Later on, a ladder, 8 or 10 feet long, can be included in this setup. The two-year-olds can crawl and walk on it while it is laid flat on the ground. For children three and four years old, one end of the ladder may be raised off the ground and attached to a large box or a rung of the climbing tree. The same ladder suspended between two large boxes encourages real physical prowess in the four-year-olds.

¹ Walt Whitman, *Leaves of Grass*. Brooklyn, New York: Published by the author, 1855, p. 90. Quotations in this article are from the original, reprinted in facsimile by Thomas B. Mosher and William F. Gable at Portland, Maine, 1919; many editions by other publishers are available.

Swings should be of various types to be challenging. A rope swing with broad board seat is safe for the youngest children, and the seat provides an incentive for the older children to stand while pumping. A discarded rubber tire, a horizontal bar, or large metal rings suspended from the swing framework encourage experimentation by the older children.

Playing in a tree house is fun and is safe if the platform is large and enclosed with a high railing. Several means of entrance and exit, such as rope and wooden ladders, steps and a slide, will test a child's abilities.

Discarded tree limbs and trunks are excellent play equipment. Children walk, climb, and sit on them. If a riding saddle can be obtained to be placed on a big log, dramatic play is enhanced.

Materials for manipulation and construction. Children's desire for water play can be met by providing a galvanized tub or pan, at least 40 inches long, 26 inches wide and 9 inches deep, in which boats may be sailed. To water plants with small sprinkling cans or hose is fun. Painting with water paint and large brushes will not damage the fences, boxes, and play equipment. The bright color temporarily resulting intrigues the children.

All children learn through handling materials. Their interest is fleeting and fragmentary at first. A child may pick up some pebbles, look at them, drop them again. There is little interest in keeping them, but even in this very casual handling he may learn something of their possibilities. Or it may be a flower, a picture, a piece of cloth, a vase, or a feather that he handles, getting very different feelings from each.

The two-year-old likes to use hammer and roofing nails. Fiberboard fastened to a low table provides a good surface for pounding. Three-year-olds like odds and ends of lumber for their carpenter work. Four-year-olds are satisfied with scraps of lumber but have definite ideas about choosing the size of nails for their work.

Equipment to stimulate dramatic play. Large, hollow, box blocks allow for quick construction of temporary playhouses, trucks, boats, airplanes, or trains. When materials such as playhouse furniture, dishes, dolls, dressup clothes, suitcases, lunch boxes, steering wheels, and transportation toys are added, children can carry out activities of the world about them through dramatic play.

A digging pit is essential in the nursery school yard. Some children will use it for digging only. To others it may provide the stimulus for dramatic play. If bricks, odds and ends of lumber, small logs, dump trucks, steam shovels, road rollers, and sturdy shovels are available for use in the pit, the children will choose those which meet their needs.

Sand is a never-failing source of enjoyment for children. They like to sift it through their fingers, to spoon it into cans or pans, to sit in it. The sand box is a stimulus for dramatic play if the sand is kept wet enough to use in "cooking" food for the play dinner, for making hills and digging tunnels. The box should be large enough to accommodate several children at one time. The children should be safeguarded from the wet sand by oilcloth pillows on which to kneel or sit while working.

CHILDREN NEED TO EXPRESS IDEAS AND FEELINGS

*Whether that which appears so is so. . . .*²

Provisions for aesthetic enjoyment. Some needs of young children in expressing their own ideas and feelings may be met through pictures, books, flowers, and nature materials. Children love not only growing gardens but also cut flowers and should be given opportunities to handle and arrange flowers. Bulbs and large seeds are easy for children to plant and they delight in assisting adults with this activity. Donna, in helping to plant nasturtium seeds, laid them carefully in the shallow trench. When the seeds were ready to be covered with soil, Donna said, "Wait. Let's watch the seeds walking in a row." Later it was fun to pull weeds in the garden when the pet duck was right beside her ready to eat them from her hands.

² *Ibid.*, p. 91.

A child walking in the woods near school may see and hear all sorts of things—leaves, pine cones, birds, a strawberry tree; perhaps if he is very quiet, a rabbit may come hopping out of the brush, and, said Myra, "You might even see a tiger!" Most young children like to look at pictures if they are of familiar outdoor experiences, of animals, of people doing things, of typical community activities, of boats, trains, or airplanes.

Usually the young child's first interest is in the manipulation of mud, clay, and finger paints. He should be free to work as he pleases and the results should be accepted casually but with respect by adults. He should not be asked to name his product. Sometimes it is good to have very wet clay and mud and quantities of finger paint. It is advisable to protect the child with an apron and let him experiment.

Nursery school children should have opportunities to look at books by themselves and with a teacher. If the books are easily accessible from low shelves, children will avail themselves of many opportunities to browse through them. At first there may be mere handling of books. Gradually, as a repertoire of stories is built up, the children become interested in factual material from which is drawn knowledge for dramatic play.

The nursery school child finds satisfaction first of all in the activity of painting. He should not be asked to say what he is painting. A supply of paints of attractive and harmonious color combinations, large sheets of paper, 24 by 36 inches, together with large flat brushes for painting, may stimulate the child's interest. He should be protected by an oilcloth apron and left free to proceed in his own way.

Children have fun experimenting with simple musical instruments such as bells, gourds, drums, nursery harp, piano, small organ, rattles, Chinese temple blocks, and metal gongs. Many of these instruments are easily carried outdoors in small baskets for use by children and teacher. With such a choice of instruments, the use may be varied from day to day to encourage creative activity and bodily, rhythmic responses from the children. One day the teacher may go outdoors with a basket of

gourds of various shapes, colors, and sizes. She will find a quiet place to sit down with a few children. Perhaps the children may shake the gourds vigorously while she sings a rhythmic melody. Perhaps a child will leave his gourd behind as he runs gaily around the grassy plot shouting, "Sing the 'Pony Galloping.'" The teacher picks up a temple wood block, keeping time by tapping the instrument with a wooden tapper while singing the requested "pony song." Other children drop their gourds and join in the galloping rhythm. "Now sing 'The Sun Is Bright,'" says Marilyn. She and Judy dance while the others watch. "Wait!" says Judy. She runs into the house and hurries back with some bells. Bells for necklaces, for bracelets, for anklets, and some just to hold. Everyone waits to put on his bells and then the five children run vigorously around the yard while the teacher sings "Run a Little." "Now," says Douglas, "Let's just sit down."

CHILDREN NEED TO HAVE GROUP EXPERIENCES

*. . . and the friendly boys
that passed . . . and the quarrelsome boys . . .
and the tidy and freshcheeked girls . . .
and the barefoot negro boy and girl, . . .³*

Group experiences are easy and wholesome for the child when the teacher has planned a constructive play environment in which equipment and supplementary play materials are adequate, routines are at a minimum, potential control problems are forestalled, and a happy atmosphere prevails. The two-year-old and the youngest of the three-year-olds who has had plenty of time unhurriedly to explore his environment and to experiment with his peers grows into a three- and four-year-old who is keenly aware of possibilities in his environment and eager to make group contacts.

Children are not concerned with races and creeds. They are delightful creatures who are "loads of fun and make one feel good from the inside out." They must, however, learn to live

³ *Ibid.*, p. 91.

happily with their peers and with adults. At first, the two-year-old is content to use play materials near another two-year-old. Gradually he becomes aware of the other child, and social play begins. Later on, the older three- and four-year-old seeks out his friends, and group play is enjoyed through sharing of ideas and materials. All along the way through adult guidance children learn to take turns with things, to become self-reliant in caring for themselves, and to be independent in solving their own problems. The following incidents are illustrative of group experiencing:

Josephine, a two-year-old astride a rocking horse, was rocking vigorously while the teacher stood close by. Betty came up, watched Josephine a moment, then climbed on another horse. Both girls rocked gleefully.

Patty, Paul, Margaret, and the teacher danced holding hands while the teacher sang "Ring-a-lay." This was a first experience in group music for these two-year-olds.

Harriet and Sally, three-year-olds, were painting at easels side by side. They ignored each other, each girl busily painting. Harriet looked up and said to Sally, "We are painting together, huh?"

Four three-year-olds were running along a walking board, suspended between boxes, towards the climbing tower. Reaching the tower, they climbed inside, jumped up and down on the platform shouting together. One by one they sat down and, still laughing, went down the slide that was fastened to a rung of the tower.

Nancy, a negro child, and Irene, part Jewish, were great friends. Nancy, running to meet Irene, remarked, "Irene makes me feel all warm inside." Irene greeting Nancy said, "Hi! Let's play."

Louise, seated at dinner with a group of four-year-olds, was teasing Jack who was not quite four. Bobby near-by said, "Don't fuss with Jack. He is new."

The four-year-olds had gone in small groups to watch excavation begin for a new building. They were interested in

the Diesel shovel, in the dump trucks loading the dirt and carrying it away. They walked the short distance to the unloading place and followed the trucks as they returned to the excavation site to reload. Soon after the children had returned to school, this work was being re-enacted in the digging pit with toy diesel shovels and dump trucks. The next day David brought his own shovel from home to be shared with the group.

For the child who shared experiences in exploring, in climbing, in music making, in expressing ideas and feelings—
*These became part of that child who went forth every day, and who now goes and will always go forth every day, . . .*⁴

⁴ *Ibid.*, p. 91.

A DAY IN THE NURSERY SCHOOL

CAROLYN MUTCH, *Principal, Avenue Twenty-one School,
Los Angeles*

During a day in the nursery school, each child enjoys a proper balance of activity and rest, of social experience and individual development, of free experimentation and routine. He has plenty of space for active play with other children. He finds sturdy toys of correct size and type for his complete and normal development.

8:30 TO 10:00 A.M.—A GOOD BEGINNING

An informal, unhurried, relaxed, restful atmosphere, necessary at all times in the nursery school, is especially important during the first hour.

The nurse's inspection, that first experience of the child each morning, is vital to the success of the nursery school. In the first place, the nurse makes the link between parent and school. By her sincere welcome, she helps the younger children to sense the sympathetic understanding and security which they will enjoy in the school. She detects shyness and uncertainty on the part of a frightened child and stays at his side until his teacher can help him find inner assurance in the performance of some interesting activity. An equally important responsibility of the nurse is to detect signs of contagion before a sick child comes in contact with other nursery school children. By sending a child with early cold symptoms or rash home for rest, she is safeguarding his health and his attitude toward nursery school at the same time that she is preventing the spread of contagion among the other children.

The child begins his day by hanging up his coat, going to the toilet, and drinking a cup of water. Self-help in the performance of these routines tends to develop a sense of responsibility in the child. His feeling of belonging is increased by the

fact that his coat cupboard and his drinking glass are marked with a color or picture that he can recognize.

In his room the three-year-old finds easels for painting, clay for manipulation, durable picture books, floor blocks, playhouse furniture, and many "do-with" toys.

In the room for four-year-olds is a wider selection of stimulating materials. With the blocks are block-play toys. Fingerpaint may supplement the calcimine and clay. On one table are growing things to watch. Near the piano are inviting rhythm instruments.

The emphasis during this first hour is upon the satisfaction of physical needs and upon the attainment of a sense of security in the group.

10:00 TO 11:00 A.M.—OUTDOOR PLAY

The hour out-of-doors on a simple, attractive, roomy, well-equipped playground is perhaps the hour of greatest learning possibilities for the young child.

On his play yard, the three-year-old finds a climbing tree of metal pipe, small steps, large wooden boxes, and a slide, all of which are fine for climbing; a swing and a balancing board on which to develop co-ordination; carts and wheelbarrows to push and pull; barrels and rubber tires to climb through; balls and beanbags to throw. All of this equipment tends to develop the large muscles over which the three-year-old is gaining control. Furthermore, the child has beside him other three-year-olds to inspire and stimulate his experimentation with the equipment.

In addition to the muscle-building equipment, the four-year-old finds other equipment that stimulates social experience and creative expression. The large packing boxes and the playhouse lead to community play with resultant language development. The easels, hollow blocks, sandbox, and garden tools afford opportunity for manipulation and creative expression. There are pets to watch and feed.

Problem-solving enters into much of this outdoor play. For example, the three-year-old finds his wagon blocked by a box. He must decide whether to back up and go around the box or

to move the box. Such experiences lead to habits of independent thinking.

In these natural play situations, the teacher is a guide, making suggestions which increase the safety and pleasure of the play. She sees all children as workers and artists and prepares an environment for work and artistry. To promote emotional security in the group, she assumes authority for as much of each child's behavior as he is not yet mature enough to control without help. She must be consistent in her requirements. Such rules as the following will be necessary:

1. Toys belong to everyone.
2. A toy belongs to the child using it, until he has finished with it.
3. If a toy is misused, it will be taken away.
4. There is to be no pushing on heights.
5. A child who bothers other people will be excluded.

During the outdoor play period, as at other times of the nursery school day, the consequences of an act must follow each case of nonconformity to the rules. The emotionally stable teacher appears unconcerned as to whether the child co-operates or chooses the disciplinary consequences; but, in all cases of nonconformity, she carries out the discipline in a calm, quiet, unemotional manner. Removal from the play group is the most satisfactory punishment for a child who does not conform to the rules of the group.

11:00 TO 11:30 A.M.—RELAXATION THROUGH CHANGED ACTIVITY

After toilet procedures and a cup of fruit juice, the children sit down to enjoy a story. It is a simple, short story of real people doing familiar things. Little children enjoy hearing their own names and experiences retold in story form. They enjoy much repetition, bright illustrations, and unusual-sounding words. The teacher must adjust the stories to the growing need and developing interest of the pupils.

A few minutes of music may follow the story. Songs used are very short, with a range from E to E within the staff, and a very simple melody. Experimentation with musical instruments is profitable to young children, as is the freedom to make bodily responses to the rhythm of the music.

This short period of music, however, constitutes a small part of the music of the nursery school day. During the free play periods, the teacher may enrich a child's play experience by singing an appropriate song. She may jot down the tonal pattern of a child's chanting and build a simple song on the child's song pattern. She may announce a change of activity with song or instrumental music. Likewise, she may use quiet music to build the mood for a rest period.

During the last few minutes before lunch, the children rest on their cots with their shoes off.

11:30 A.M. TO 12:30 P.M.—LUNCH ROUTINE

During the nursery school lunch period, the child is developing in social intelligence and in independence and enjoyment of eating.

Low, straight-backed chairs make it possible for each child to have his feet comfortably flat on the floor.

The low tables allow the food to be at the height of a child's stomach, so that he can feed himself without strain.

The short spoons have straight, broad handles that may be grasped with the entire hand and shallow, shovel-shaped bowls that are easy to fill and which do not spill readily.

The plates are bowl-shaped with good uphill edges. The child finds the edges helpful when he is trying to push food into his spoon.

The food has color to attract. It is of a consistency which is easy to handle. Variety is secured by providing a raw food, a chewy food, and something to hold in the fingers.

A quiet atmosphere is maintained by keeping the groups in the lunch room small and by seating talkative children at a distance from each other.

A calm, well-poised, sympathetic teacher is an essential factor in the lunchroom environment. She sets the pattern of good table manners and of enjoyment in eating. She guides the child in need of help with one positive suggestion at a time. She demonstrates the use of the spoon and gives needed help before the child appears tired or discouraged.

Many eating problems vanish in the nursery school situation, where "everyone eats and enjoys his lunch."

12:30 TO 2:30 P.M.—NAP TIME

After lunch, the toilet routines are repeated. Then it is time to undress and put on sleeping apparel. Even the youngest child helps to undress himself. The four-year-old cares for everything except the back buttons.

Each child has a cot, with his own sheet, pillow, and blanket, on which he lies down to sleep. If a child has difficulty relaxing, the teacher sits beside him, surrounds his cot with a screen, or allows him to lie next to a child who sleeps easily.

While the children sleep, the teacher may prepare her daily records. For each child, she keeps anecdotal or check-sheet records of physical, mental, social, and emotional development. These records help her to ascertain that she is observing each child adequately and that she is meeting his needs. Such records form the basis for parent conferences.

2:30 TO 3:30 P.M.—A HAPPY ENDING

As each child awakens from his nap, he goes to the toilet, helps dress himself, drinks a cup of milk, and enjoys a last happy experience with books, blocks, toys, etc.

This is an unhurried period, when the teacher patiently guides the child in caring for himself and putting his possessions away.

While a parent waits for her child to get his coat and other belongings, the teacher may have an opportunity to share her observations of the child and to enlist the parent's co-operation in the child's guidance.

The school day has been worth while if each child's talents have been found and used, if he has had experiences which develop leadership. Each day at nursery school should add to the child's sense of security, to his ability to find himself through creative expression, to his growing sense of responsibility, and to his ability to take his place as a self-sufficient member of society.

THE KINDERGARTEN ENVIRONMENT

MRS. DOROTHY V. STEVER, *Assistant Principal, Thomas Jefferson Elementary School, Pasadena*

Individuals and community groups can help those who are responsible for school building progress to understand school needs. All of us must assume the responsibility of making the classrooms of tomorrow contribute to children's needs. A satisfactory feeling results for all when the teacher, the children, the parents, and the architect plan together and build a functional, livable, school-home for all to use and enjoy.

Children grow in proportion to their many varied and rich experiences. They learn largely to the extent to which they live these experiences. Schools need buildings and outdoor work-and-play areas where experience can take place for maximum growth and development.

How can a physical environment be set up that will best meet the maximum needs of kindergarten children? What is needed as equipment in order to build, in children, bodies that are strong, emotions that are stable, attitudes that are socially sound, and skills that meet every-day needs and provide the basic rungs of the ladder upon which the child will climb to new learnings? The considerations treated herein will be grouped under five headings (1) location; (2) the kindergarten room; (3) built-in and movable features; (4) outdoor work-and-play areas; and (5) equipment.

LOCATION

The ideal location for a kindergarten is a sunny and inviting place with flowers, lawn, trees, and shrubs. This ideal kindergarten should have a private entrance from the street to the playground or to the classroom. The kindergarten is an important part of the school plant. The school plant should be located near the children's homes. This would necessitate many small elemen-

tary schools to serve as community centers. The playgrounds with picnic areas, workrooms, a library, and other requirements of a community should center around a neighborhood school.

THE KINDERGARTEN ROOM

The kindergarten room should be a fire- and earthquake-proof work-and-play area. This room must be large enough to house all the children as a group, preferably not more than 25. It should include equipment needed to satisfy children's interests and provide for a variety of experiences. Health and safety of the individual are vital factors contributing to optimal growth. A minimum of two toilets and wash bowls for boys and the same for girls should be included within the kindergarten structure. If the boys' and girls' toilet rooms are in the same section but separated by a 4½-foot partition, supervision is facilitated. Boys' and girls' toilets should have separate entrances and be accessible from the playground as well as from indoors.

Windows should be sufficient in number and so placed as to provide daylight, adequate ventilation, and a view of the grounds outside. If they are low, about 30 inches from the floor, the children can see out. The view should be one of beauty. Draft deflectors are advisable, and window blinds may be necessary in some rooms. Artificial lighting can be arranged to give an equal amount of light in all parts of the room. Switches should be placed so that light can be controlled in specific areas. All large closets should be lighted.

Some experimentation has been done with germicidal lighting and air conditioning. If these prove practical, they should be adopted for school buildings.

Many good floor coverings are available. Among others, asphalt tile is durable and pleasing.

Adequate heating is paramount. Radiant heating is especially liked by parents and teachers of kindergarten children. The room is heated by warm water, which passes through pipes laid in a cement base under the floor.

Selection of colors for the kindergarten room is of greatest importance. The direction from which the natural light comes and the need for light reflection should both be considered. The color of wall and wood trim should be light, pleasing, and beautiful in harmony. Soft, grayed colors with a high reflection factor are as essential as light. Some color experts have found that gradation of color value from ceiling to floor assures maximum ocular comfort and freedom from glare. The ceiling should have the highest reflection factor, the floor the lowest.

Drinking fountains are needed inside as well as outside the room. A fireplace contributes to a homelike atmosphere. An alcove or bay suitable for block building, books, natural science, or housekeeping is desirable. Electric outlets for lamps and appliances aid in creating a home atmosphere.

BUILT-IN AND MOVABLE FEATURES

Built-in and movable features are a great aid to effective learning. A functional, convenient room full of useful, built-in, and movable features is of paramount importance to children, teachers, and parents. The following is a minimum list of suggestions, based on requirements of 25 children, worked out by a group of kindergarten teachers and other interested persons:

1. Coat space with pole for hangers and shelf above.
2. Built-in easels near sink to accommodate eight painters, with trays for paint jars and cupboards underneath for paper storage.
3. Bookcase for children, top shelf slanted so that the back of shelf is higher than the front (40-degree angle is recommended) for display purposes, other shelves with partitions 4 inches apart.
4. Book case for teacher.
5. 25 individual children's cupboards, about 9½ inches deep, 14 inches wide, and 14 inches high, movable in

groups two cupboards high. These movable sections may be used to block off play or work areas.

6. Three cabinets for blocks, 28 inches high, 15 inches deep, and at least 4 feet long, with open sections. These should be movable, mounted on large rubber piano casters.
7. Tool cabinet, movable, with storage space, placed near door to outside work area.
8. Toy cabinet, movable, with storage space, placed near door to outside area.
9. Scrap lumber box, movable, about 2 feet high, 2 feet deep, and 4 feet long, with lid.
10. Sink with running water and counter about 25 inches high, 20 to 24 inches deep, and 12 feet long, of wood covered with linoleum or metal.
11. Clay bin, movable, 18 inches deep, to be placed near children's sink; rack for clay boards; small metal-lined cupboard for unfinished clay pieces.
12. Storage closet for cots and cot-carrier; storage space for blankets.
13. Tack board, from floor board to height of 5 feet in one section of the room; light in color to harmonize with room color; low tack boards in various other sections of the room.
14. Teacher's workroom (a part of the kindergarten)
 - a. Counter, of metal or metal-covered, 3 feet high, 2 feet wide, with minimum length of 7 feet, with sink, hot and cold water, electric outlet, space for wrapping-paper roll and paper cutter
 - b. Large shelves for general storage, 12 feet or more in length, and full height to ceiling, some to be 32 inches deep; trays for paper should be 24 inches by 26 inches

- c. Cloak room with lock for teacher's coat and personal belongings

OUTDOOR WORK-AND-PLAY AREA

Let's move out doors! There is opportunity in most parts of California to spend many days out-of-doors in work and play activities. Much more attention should be given to the wide use of the outdoors as a learning environment. Activities adaptable to outdoor living are building with wood such things as boats and trains; block building; social studies activities that include home and community; clay modeling; science, including nature study and gardening; rhythms; physical education. The following provisions are desirable:

1. Large, cemented outdoor work area, part of the area to be roofed. Green color in the cement makes a pleasing surface. If cold winds blow from any one direction, screens or fences to break the wind can be added on that side.
2. Outdoor storage cabinet for large toys and sawhorses, 5 feet high, 4½ feet deep, and 10 feet long, with wide door, and with shelf 6 feet long, 2 feet wide (a large inside closet with an outside door could also be used for this type of storage); one long workbench
3. A sliding glass door, 6 feet wide, leading to the outdoor work area. All doors should open easily for children. Large door openings will facilitate the moving of equipment in and out.
4. Play and garden space comprising the following:
 - a. Surfaced area
 - b. Turf
 - c. Space for play apparatus
 - d. Garden space
 - e. Space for pet pens

EQUIPMENT

The following is a minimum list of equipment considered essential by kindergarten teachers, based on needs of a group of 25 children.¹

ROOM EQUIPMENT

Quantity	Item and Description	Quantity	Item and Description
8-10	Tables, 19" wide, 21" high, 54" long		Storage shelves, movable, for toys and books
1	Table, round or oval, for reading, to fit room and pupils' needs	25	Cots, child's size, approx. 54" long, 24" wide, 12" high
25	Chairs, of two heights, 11" and 13", according to needs of children		Carrier for cots, adequate for moving folded cots
1	Chair, teacher's	1/2 set	Ivy blocks—505 blocks
2	Chairs, for visitors	1 set	Hollow blocks—48 blocks
1	Desk, teacher's		12—6" x 12" x 24"
1	Piano, small preferred		12—6" x 12" x 12"
1	Rug, minimum size 9' x 12'		12—6" x 6" x 24"
1	Flag		12—6" x 6" x 12"
2	Wastebaskets		Cabinets for storing blocks, movable, adapted to room
1	Pitcher, small, unbreakable	3	Boards, 1" x 12" x 48", well sanded
1	Pan, to be selected		Multiple Boxes—apple, orange, packing, lug (kegs are also useful)
1	Room thermometer		
1	Jar for clay, 3-gal. with lid		
3-6	Easels, double-sided, to accommodate 6 children	1	Dustpan, regular size
	Linoleum, size as needed under easels	1	Mop, regular size
	Display boards, low, as needed	1	Workbench
		1	Tool rack
		1	Wood container
		2	Sawhorses
		1	Yardstick
		6	Rulers

¹ Adapted from "Minimum Equipment for Kindergarten Considered Essential for Good Work, Based on a Group of 25 Children," issued by the Elementary Curriculum Department, Pasadena Public Schools, December, 1947. Pp. 4 (reproduced from typewritten copy).

PLAYHOUSE EQUIPMENT

Quantity	Item and Description	Quantity	Item and Description
1	Table, small (not doll size), substantial	3	Dolls, substantial as available
1	Rocking chair, substantial for a child	1	Tub, small metal
1	Doll buggy, substantial	1	Washboard, small
1 set	Doll dishes, unbreakable	1	Ironing board, child's size
1 set	Cooking utensils, aluminum	1	Iron, electric
1 set	Knives, forks, spoons, plastic (for four)	1 doz.	Clothespins, small size
		1	Broom or brush, child's size

TOOLS

Quantity	Item and Description	Quantity	Item and Description
6-8	Hammers, claw, 7 oz., # 13	2	Try squares, 6" blade
4-8	Saws, crosscut, 18", 9 points per inch	3	Coping saws, # 100, blade # 10
6-8	C-clamps, 4" opening	2	Mitre boxes and saws, metal or metal-and-wood combination
2	Screwdrivers, 4" blade	1	Vise, to be selected
1	Pliers, 6" long		
2	Brace and bit, augers $\frac{1}{2}$ " and 1"		

TOYS—LARGE WHEELED

Quantity	Item and Description
1	Wagon, substantial
3	Tricycles, substantial
2	Wheelbarrows, substantial

TOYS—SMALL WOODEN

Quantity	Item and Description	Quantity	Item and Description
2	Trains, interlocking and wheeled	1	Airplane
3	Trucks	1 set	Animals, farm, wooden
3	Boats	1 set	People, a family, wooden

OUTDOOR EQUIPMENT

Quantity	Item and Description	Quantity	Item and Description
1	Slide, maximum height 8'		Sand toys—shovels, buckets, molds, sifters
4	Swings, leather seats		
3	Bars, low	6	Balls—
1	Climbing tree or tower		1 Beach ball, 18"
1	Board, balance, 1½" x 12" x 8", well sanded		2 Soccer balls, leather
1	Sand box, adapted to the playground	3	2 Rubber balls, 10" 1 Rubber ball, 7"
			Jump ropes, clothesline preferred

MUSIC INSTRUMENTS

Quantity	Item and Description	Quantity	Item and Description
3	Tom-toms, large	2	Tone blocks
6	Drums, to be made of inner tube rubber	2 pair	Cymbals
	over nail kegs or large cans	2	Xylophones
6	Triangles	1	Cabinet for instru- ments, to be made
3	Tambourines	1	Phonograph, with records
6 pair	Sandblocks, to be made		

MUSIC BOOKS

- Coit, Lotty Ellsworth, and Bampton, Ruth. *Follow the Music*. Boston: C. C. Birchard and Company, 1948.
- Coleman, Satis N., and Thorn, Alice G., *Singing Time*. New York: The John Day Company, 1929.
- , *Another Singing Time*. New York: The John Day Company, 1937.
- Crowninshield, Ethel, *New Songs and Games*. Boston: The Boston Music Company, 1941.
- , *The Sing and Play Book*. Boston: The Boston Music Company, 1938.
- , *Songs and Stories about Animals*. Boston: The Boston Music Company, 1947.
- , *Stories that Sing*. Boston: The Boston Music Company, 1946.
- Nelson, J., and Jarnan, Mary, *Fun with Music*. Chicago: Albert Whitman and Company, 1941.

Much of the equipment used in the social studies program, such as the playhouse, furniture, screens, puzzles, and games, can be made at the school. The numerous consumable materials required for art experiences, such as paint, paper, paste, scissors, and yarn, have not been listed.

Science and nature-study experiences call for cages for animals and birds, aquarium and terrarium supplies, cages for insects, measuring tools, and any number of miscellaneous objects. Providing many centers of interest will turn the kindergarten into a laboratory, a place for children to explore and experiment. A window box or garden plot will provide opportunity for the children to take responsibility in the care of plants. First-hand experiences with plants and animals will aid the young child in forming concepts of the cycle of life and death and the interdependence of all life.

Audio-visual aids, such as films, filmstrips, still film, study prints, slides, stereographs, wall charts, exhibits of all kinds, records, and transcriptions will enrich the child's school environment.

A full, rich environment will challenge each child to participate in the social and cultural life of the group and will permit each to realize the fullest benefits from attendance at kindergarten.

PERSONALITY DEVELOPMENT OF YOUNG CHILDREN

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CULTURAL EXPECTATIONS FOR YOUNG CHILDREN

Society expects certain definite accomplishments from young children during their pre-school years. The traditional age of entrance into school was based upon the tacit assumption that by the age of six most children will have mastered these skills and thenceforth can turn to abstract learning. The anxieties of parents as they question relatives, neighbors, teachers, or guidance workers reveal the high expectations in growth and learning which are held for young children. Lawrence Frank expresses this in his observation that children are expected to learn in a few years the controls and customs established by the human race over hundreds of years.¹

Long before the child enters school he is expected to have gained control of most of his organic processes. He is expected to conform to a regular rhythm of inhibition and release of the autonomic processes involved in toileting. He must learn the proper time and place and an appropriate vocabulary for his relief. When, because of emotional or other problems, he loses his precarious hold on these unconscious processes he is generally strongly disapproved or punished. Rhythmic habits of eating and sleeping too must be attained in conformity to cultural customs regardless of the natural rhythm of his own particular organism.

As he learns to conform to these customs of his society, the child is concomitantly learning a wide range of subtle values and standards. Teaching acceptability of foods or control of toileting involves the use of criteria of "good," "bad," "clean," and "dirty."

¹ Lawrence K. Frank, *Society as the Patient*. New Brunswick, N. J.: Rutgers University Press, 1948, p. 254.

In order to master the skills required of him, the child must accept judgments of behavior as "good" or "bad." The statement is often made that the young child is free from prejudice. More careful listening and observation of young children, however, reveals that they are full of judgments regarding people that are "nice" or "not nice" and that these judgments are associated with children or people from groups which differ in custom from their own.

Conformity to most adult suggestion and direction is also expected. Much of school organization even in the earliest years assumes that children will come indoors at a signal regardless of their interest in outdoor activity, that they will stop talking or laughing regardless of stimulation, or that they will ask permission before touching materials regardless of intrinsic appeal.

Another important achievement of the pre-school years is the mastery of a complex language system of verbal symbols. During these few years children learn to recognize and to use common symbols with which to express their needs and ideas. These are extended even further so that the child learns to respond to others' symbols and to build relationships with others.

Even a brief review of the expectations commonly held for young children inspires respect for the attainments that most children actually make during their first few years. Comparable learnings of a new language or control of unconscious processes are never again demanded. The frequent evaluation of the young child as "immature" seems incongruous when we consider how little he was equipped with at birth and how much he has learned.

SOME SEQUENCES OF NORMAL PERSONAL-SOCIAL GROWTH

The commonly held expectations referred to above are at variance with our increased knowledge of child nature and development. Teachers who really look at and listen to children recognize that those streaming into kindergartens and first grades have not attained the required self-mastery in equal degree.

Teachers see that children are on different steps in their normal progress toward each of these goals. They recognize that

EXAMPLES OF PERSONAL-SOCIAL GROWTH

Direction of growth →

From resistance to conformity

Automatically resists direct commands and requests.

Complies although protests verbally.

States reasons for delay or resistance. Compromises with adults.

Generally conforms to group direction.

From dependency to initiative

Needs urging to venture into new activity.

Asks permission or looks to adult for approval or disapproval.

Uses initiative in some activities. Shows judgment in turning to adult for help or approval.

Strikes out independently into interesting elements, new activity.

Solving conflicts

Grabs objects from others. Kicks, hits, and pushes when angry with others.

Has learned some verbal formula: "I had it"—"It's my turn"—but resorts easily to physical force. "He started it"—"He did it first."

Finally has developed several techniques for solving conflicts; leaves activity, appeals to adults or persuades other child.

some children have been blocked in their normal growth and give evidence of this interruption by persisting nonadaptive behaviors. Nonadaptive patterns which we call "problems" are the child's attempts to release tensions caused by cultural pressures which at this particular time are inappropriate for him.

In evaluating the different degrees of adequacy which children show, the teacher recognizes successive steps in normal, personal-social growth through which each child must develop.

Different aspects of personal-social growth proceed somewhat as shown in the accompanying chart (page 184).

SOME SEQUENCES OF GROWTH FROM NONADAPTIVE BEHAVIORS

Several steps may be noted through which children must be helped to outgrow typical nonadaptive patterns. The teacher judges the child's adjustment according to his progress through these steps and does not judge him a failure because he continues to show some of this "problem" behavior. The examples given in the accompanying chart (page 186) are, of course, only suggestive of the many behaviors of young children and of the variety of steps through which they seek to attain adequate and socially approved adjustments. The wise teacher does not strive for a standard of perfection for all children but observes the stage at which each child is behaving and attempts to guide him to the next step. She knows that if he is hurried or punished rather than helped he may develop a type of behavior that is inadequate as response to the situation, that persists and is difficult to unlearn. She recognizes a variety of behavior problems as signals that some children have already been blocked in their progress and have hit upon nonadaptive ways of releasing the resulting pressures.

THE ROLE OF THE SCHOOL IN CHILDREN'S PERSONALITY DEVELOPMENT

The modern school realistically faces the conflict between the high expectations of the culture on the one hand and the variety of learning attained by young children on the other.

EXAMPLES OF OUTGROWING TYPICAL NONADAPTIVE BEHAVIOR

	Direction of growth	
<i>Crying</i>	Cries less frequently. Whines and verbalizes while crying.	Cries only when angry, hurt, or tired.
<i>Thumbsucking</i>	Frequent thumbsucking during the day as well as during sleep with accessory object.	Thumbsucking without object during the day but with object before sleep. Thumb can be removed during sleep without protest.
<i>Temper</i>	Shows violent anger when interfered with or thwarted. Physical rather than verbal expression.	Verbalizes anger with some physical expression.
<i>Fears</i>	Several fears which block reaction, causing crying, resistance, and panic.	Talks about feared objects or situations. Denies fears.
		No evidence of fearfulness in normal activities.

The teacher acts from a background of investigation, observation, and knowledge. She is, of course, well informed regarding the general characteristics of children at the grade level she teaches. The teacher also knows the general condition of homes in her school area, their physical conveniences and facilities for children's activities, the incidental learnings open to children through their parents' education, occupations, and interests. She knows a great deal of the cultural expectations of these parents for their children; their aspirations and ideals and the kinds of training methods used and approved. Not content with this general information, however, the teacher realizes that each child is unique and that before specific plans can be made she must supplement this general knowledge with specific information about each child. Her use of records, her participation in the health program, her contacts with parents in meetings or conferences are all directed toward the question, "What in this child's developmental history, in his experiences at home, and in the neighborhood makes him significantly different from all other children?" As a skilled diagnostician she is reluctant to come to evaluations or judgments without adequate information and she is constantly revising her judgments and plans for him as she obtains new insights.

The modern teacher recognizes also that personality is multiple. John-with-mother is not John-with-Susan or John-with-big-brother. Many activities are planned in modern schools for the explicit purpose of observing children in a variety of situations: with older and younger children, in small informal groups and occasional larger groups, with materials requiring activity as well as those requiring sedentary occupation. The modern teacher no longer labels children as shy or impudent or aggressive, but relates the observed behavior to the particular situation in which it is observed. Only after she sees the child in many situations and tries him with many materials does she formulate plans for next steps in development.

The school planned for young children has within it strong resources for their optimum growth. If wisely utilized, these

resources help young children develop new, mature behaviors more rapidly than parents or home could alone.

The child's relationship to his teacher brings a new objectivity which he has not experienced in his parental and family relationships. Her acceptance of his behavior as it is, away from the anxieties and pressures evidenced by his parents, offers him a new resource and support. The skilled teacher accepts the child as he is, and her training makes her able to diagnose his behavior and his current problems and to provide for his next most immediate needs. To the young child his relationship with his teacher is a vital transitional step between the close, emotional relationships with his parents and the later objective and evaluative attitudes of his peers.

The teacher's relationship with the parents of a pupil is another strength and support in the young child's struggle for more mature and effective behaviors. The ease with which he can live at home and the support or criticism which he finds there are all immediately affected by his teacher's reports to his parents. The skilled teacher sees her role as a partner with the parent in understanding the child's nature and needs and she interprets her observations of him in ways that will be most helpful and constructive to both parent and child.

The school group, with its prestige values and its opportunities for friendships and for shifting roles of leadership and fellowship, offers children a resource for growth which the home cannot provide. Entrance into school alone promises each child a possibility of building the sense of belonging and participation fundamental to wholesome personality development. The teacher utilizes this resource skillfully in many ways. She interprets each child to the group in conflicts or difficulties so that his status is preserved. She builds upon his abilities, possessions, or experiences so that others may gain appreciation of them. She is ingenious in discovering the child's assets or in planning situations which will make him appear of interest to others. Through the group activities she encourages the development of mutual friendships and attractions and facilitates the shifting of leadership roles and status now to one child and now to another.

Because she recognizes the importance of group relationships, the modern teacher uses group censure, comparison of children, or a set standard for all children sparingly if at all.

The modern school's sensitivity to the personality development of children places heavy demands upon teachers. Conferences with teachers and observations of them as they work with young children indicate, however, that teachers are more and more effectively observing and planning for children's maximum development.

Surely teachers like these find new strength and satisfaction from their daily work with children. Their understanding not only increases the immediate happiness of children but reaches into the future to create a better adjusted and more adequate society. In the words of the leader of child study, Arnold Gesell,

"The intrinsic charm and goodness of childhood still constitute the best guarantee of the future perfectability of mankind. In a more sincerely sustained effort to understand children, men and women of maturity will better comprehend themselves and their fellows."¹

¹ Arnold Gesell, *The Child From Five to Ten*. New York: Harper and Brothers, 1946, p. 454.

EARLY CHILDHOOD AND PARENT EDUCATION

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Parents are responsible for the first critical years of their children. They are important as allies for teachers. Some parents know only traditional school procedures, many of which are not well adapted to present-day needs of children. Unless they understand the plans and purposes of the schools, they can cancel the efforts of teachers to introduce methods and materials better suited to children's needs than are the more traditional ones.

On the other hand complete absorption with the daily demands of a group of children, teaching routine, meetings, and personal affairs has prevented a large percentage of professional workers in public schools from giving much attention to the outcomes of research in the field of infancy and early childhood. This is understandable, and no one is disposed to criticize a teacher or school administrator for such failure—if indeed it could be called failure.

Nevertheless children enter kindergarten or first grade in school with important patterns of behavior already set. For instance, they have already learned to trust or to distrust their ability to do what is expected of them; they have learned to trust or to distrust other people in relation to their own desires and comfort; they have persistent attitudes toward their possessions and the possessions of other people; they already look upon those who represent authority as their natural enemies to be resisted at any cost, or as their friends and protectors to be turned to in case of difficulty; they are definitely confused and misinformed about sex, or have a wholesome attitude toward it; and they have established methods of getting their own way. These important bits

of living equipment are outcomes of educational experience that is determined by parents.

Parents need much of the same information about elementary school children that teachers need. They need to know about the characteristics of human growth from conception to old age. They need to know about mental hygiene; the meaning of individual differences; the significance of play, health, school education; how to use governmental agencies of all kinds; and the broad social significance of families in a democratic society. Experience has confirmed the belief that such materials are useful and acceptable in parents' study groups, and that they make life in families more satisfactory and improve the relationship between homes and schools.

The older parents and grandparents had no opportunity in school to acquire scientific knowledge in these fields, because most of this knowledge has been developed in the past 25 years. Many teachers and administrators also completed most of their professional preparation before the best materials that are now available were developed. What, then, can the elementary schools do to remove these deficiencies in the education of school workers, parents, and grandparents?

Many things may be done; some are already being done in certain schools, all of them in a few schools. The attention of children throughout the elementary school may be directed to relationships among members of families that include two, three, and sometimes four generations; relationships among children in the school and among people who differ from each other in race, religion, and economic status. All school workers can recognize and make effort to understand the needs of parents and children in families and the importance of family experience in relation to school achievement. Close and sympathetic co-operation may be maintained between schools and parent-teacher associations in the development of programs of study by parents. Ways can be devised for using the resources among community personnel—medical workers, church workers, social workers, lawyers, and

school workers—to provide the leadership that is needed if it does not exist among the parents themselves.

Adult education administrators can supply trained leaders for parents' study groups. Indeed, once professional workers in schools are really aware of the importance of experience in early childhood and of the attitudes and practices of parents after children enter school, ways as yet undreamed will occur to them for improving home-school relationships.

This is a strategic time to get under way with a program carefully designed to meet the needs of parents. A national conference on home and family life was held in Washington, D. C., in May, 1948. The proceedings are available. Hardly a periodical appears that does not give attention to the need for study by parents and teachers, and several are wholly devoted to such problems. Broadcasting companies are aware of the need; several weekly programs can be found that provide an excellent basis for discussion. Many books are available that are well written and based upon carefully-recorded and tested data. Much of the household drudgery that formerly prevented mothers from study has been removed from homes by labor-saving gadgets. All of these conditions make this a time to begin to meet those needs of human beings that can well be met through education in homes.

The city of Pasadena is enjoying the benefits that have resulted from a consistent program of education for parents of children under school age. The program was started fifteen years ago by one teacher and one group of young mothers. A park already equipped with swings, water taps, toilets, and picnic tables and situated away from street traffic was available. The mothers brought a midmorning snack and a blanket for a midmorning rest. The children's activities were directed by the teacher. The parents learned to see when they looked and to hear when they listened. They made notes of their observations, and at a subsequent time in the same week studied the implications of their observations with the teacher. The instructional materials in those early groups consisted of story books, balls, phono-

graph, and a canvas wading-pool. Now, wheel toys of many kinds, blocks, easels and paint, and other materials found in a typical nursery school are provided. This is an adult education program and is supported by federal and state education funds. Today, nine teachers who have had specific training on the job are employed for this work. Each one has completed a period of practice before her appointment by the board of education. Each one holds a special secondary certificate in parent education; many of them hold B.A. and others M.A. degrees. With little publicity or promotion, the program has grown to include about 800 parents each year.

Each group meets only once a week. The parents carry on in their homes the kind of wise guidance they see demonstrated in the groups and do an enormous amount of reading. It has to be remembered, of course, that not all parents are ready to study. Some of them have had unhappy experiences with schools and do not return to school easily. Some are immature in their emotions and their minds; others are too troubled and anxious about their own personal affairs to be able to study; a few are too ill to make the effort necessary for attendance; and still others need methods and materials we are not yet prepared to use. No one should expect, therefore, to have all of the parents of young children in attendance upon a program, however carefully it may be planned.

The most important practical difficulties in the development of a program of study for parents and young children are lack of suitable space, the shortage of trained leaders, and the lack of interest, time, or energy on the part of professional school workers.

The observable outcomes that may reasonably be expected from a consistent program are (1) better preparation of children for their entrance into school, (2) improved mental health of parents and children, (3) reduction of social maladjustment, (4) greater enjoyment by parents of the routines necessary to the education of young children, (5) increased skill in working with the schools as the children grow older.

Parents of young children want help with their educational responsibilities. They make great personal sacrifices and effort to take advantage of the opportunities that are provided for them. Despite charges to the contrary, no signs are observable of weakened cultural virility in our country. A measure of confusion has followed the severe shocks of economic depression in the 1930's and war in the 1940's. Many evidences of readiness are apparent, however, and of willingness to move forward in building the foundations of democracy more strongly in each succeeding generation. Close, purposeful co-operation between schools and the parents of young children is essential. Co-operation with parents by school authorities is the most useful beginning. Especially important are parents of children who are still too young to be in school, for it is they who determine whether each child will enjoy his school experience and profit by it.

KINDERGARTEN EQUIPMENT AND MATERIALS

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The characteristics of the four- and five-year-old should serve as guides in planning any kindergarten environment. Outstanding during these years is the characteristic of constant activity which accompanies the development of the large muscles and helps the child to gain control over his body. At these ages the child likes to run, jump, climb, and balance. He tends to seek fresh air, sunshine, and space. He likes to dance to music and to play with articles that he can lift and push and use for building.

At the age of four, the child is reaching out and is eager for association with other children, even though he has not developed the skills which enable him to engage in co-operative play for long periods of time. The school group offers this opportunity for co-operative play. The four-year-old is becoming more independent than he was at three and insists upon making his own decisions. As he works with the materials around him, he develops and extends his language and is beginning to reach some logical conclusions.

The kindergarten environment should offer comfortable and wholesome living for children, both indoor and out. It should be a laboratory which contains materials scientifically selected to provide for the maximum development of each child.

The equipment and materials provided in any kindergarten determine the kind of experiences which children will have. When only tables, chairs, a piano, and meager art supplies are provided, the teacher is apt to force formal skills and directed lessons upon children before they are ready.

Administrators and teachers must interpret the young child's growth, needs, and ways of learning to parents and boards of education. Only as these two groups understand the nature and needs of children will they provide an environment appropriate to the objectives of the modern kindergarten.

CRITERIA FOR THE SELECTION AND ARRANGEMENT OF THE KINDERGARTEN ENVIRONMENT

As the teacher selects materials for the kindergarten environment, she may consider the following criteria in making decisions

1. Is the indoor and outdoor space large enough to permit each child to investigate, explore, and experiment?
2. Does the room arrangement provide for a traffic pattern that permits children to move about with freedom and safety?
3. Is there a sufficient variety of equipment and materials so that some children may play alone, some engage in parallel play, and others play in groups?
4. Are there materials and equipment for active work and play as well as for quiet work and play?
5. Is each article adaptable to many uses or limited to one? For example: A climbing tower can be used for several purposes while a slide can be used for sliding only. In addition, the first can provide continuous activity for a number of children, while only one child can slide at a time.
6. Is the article so finished and constructed that it will withstand vigorous use by many young children?
7. Must the article be permanently placed or can it be removed when the children have lost interest in it or need new stimulation? Is there adequate storage space for such articles when not in use?
8. If adequate equipment and materials cannot be supplied, what makeshift articles has the teacher provided which will insure a well-rounded kindergarten program? In the

absence of proper built-in storage space, what temporary facilities for storage have been made available for the children to use, in order that they may develop desirable work habits and provide for functional and orderly arrangement?

9. Does each article of material and equipment in the environment have a specific educational objective that is appropriate to the development and needs of kindergarten children?

GENERAL EQUIPMENT AND MATERIALS

The kindergarten classroom should be provided with the permanent equipment and educational materials mentioned in the two sections which follow.

Permanent Equipment

1. *Tables.* Tables are necessary for small groups to use when working, chatting, or eating. They may serve for library or display purposes. Tables may be either circular or rectangular; they should be approximately 24 inches high and made of durable wood with water-resistant finish. Linoleum and various types of hard-pressed fiber or plastic boards make excellent surfaces. Many kindergartens are overfurnished. Arrangement of few tables about the room in functional groups will prevent cluttered appearance and leave ample space for vigorous activities.

2. *Chairs.* Chairs made of hardwood and designed to promote correct sitting posture are recommended. The seat height should vary from 10 to 13 inches in order to allow for individual differences.

3. *Cupboards.* Cupboards should be built in sections that are light enough in weight to be moved as the room arrangement is adapted to the children's changing interests. Some cupboards should have open shelves so that blocks and other equipment frequently used by children are easily accessible. Cupboards containing toys, equipment for resting, cleaning implements, and the like should have doors.

4. *Bulletin Boards.* Bulletin boards made of soft fiber-board or cork and placed at the child's eye level can be used for the display of children's art work, pictures of current interest to the group, and for material concerning seasonal activities. Pins or staples used in mounting materials do not detract from the artistic appearance of the board. Materials placed on the bulletin board should be well-spaced and changed frequently.

5. *Picture Files.* Every kindergarten should have at least two picture files, one for the teacher and one for the children. The teacher's file should contain pictures that supply information in the social studies as well as those that relate to seasonal activities and holidays. Pictures should be carefully trimmed and left unmounted so that they may be used in a variety of ways. The children's picture file may be made from a light wooden box with smooth finish. Dimensions may be approximately eighteen by fourteen by twelve inches. Pictures for use of the children should be securely mounted on a durable, stiff paper of neutral color in order that the children may handle them by the mountings. Since the use of the picture file may be the child's first experience with reference work, the pictures should be related to the experiences of the group.

6. *Equipment for Resting.* The constant activity of four- and five-year-olds and the added stimulation of group living necessitates adequate provision for rest.

Light-weight folding cots of canvas, which can be kept taut by frequent hosing with water, are recommended. Cots should be approximately 52 inches long, 27 inches wide, and 12 inches high.

Quilted pads may be substituted for cots. These may be approximately 48 by 24 inches in size. They should be placed on the floor in positions which protect the occupants from drafts. Washable covers will keep the pads clean.

Each child at rest should be covered with a light cotton blanket that can be easily laundered.

Educational Materials

1. *Blocks and Block Play.* The solid block is more satisfactory for indoor play than the hollow block, although both may be used.

The solid block should be light-weight, water-resistant, natural in color, and smooth in finish. Many blocks of different sizes and shapes should be provided so that the children will have experience with surfaces and shapes that are rectangular, triangular, square, cubical, circular, curved, cylindrical. Block play provides for large-muscle activity, helps the child to clarify ideas, and aids in language development. Social relations are developed during block play when a child must share materials and responsibility for their care.

2. *Toys and Play.* During dramatic play, floor toys further the development of ideas and stimulate language expression. Through their use, children's interests are broadened and new concepts developed. These toys should be of sturdy construction and of the type which the child may push or pull. Such toys as trains, boats, trucks, automobiles, buses, and airplanes can be used in play which requires transporting of people and commodities.

Each kindergarten should have from 15 to 20 assorted toy farm animals, made to scale in relation to the wheeled toys. A kit of dolls, made either from wood or pipe-stem cleaners, adds much to the play and helps the child to identify himself with the person whose part he is taking in the play—the member of the play family, the groceryman, the truck driver, the airplane pilot, the fireman, the policeman, the engineer.

3. *The Playhouse.* The playhouse offers opportunity for dramatic play in lifelike situations and should contain furnishings such as a table, chairs, a bed, a doll and buggy, a telephone, a stove, cooking equipment, a tea set, and cleaning equipment. A set of low, lightweight screens mounted on firm bases may be hooked together to form the rooms of the playhouse. They may be used for other purposes, such as for display of pictures or to separate play groups.

4. *Woodworking Materials.* Working with wood to construct the objects needed for dramatic play helps the children to organize information and to learn to work individually or in small groups. Minimum equipment includes sawhorses, C-clamps, saws, and hammers. All tools should be of good quality. Sturdy nails and mill ends of soft wood cut into convenient lengths for the child to handle should be made available.

5. *Puzzles.* Puzzles which require fitting or separating of pieces or matching of shapes and outlines help children to develop a sense of spatial relationship and to recognize likeness and difference in form. Whether teacher-made or purchased commercially, the pieces of each puzzle should be large and few in number.

6. *Science Materials.* The pieces of inexpensive equipment needed in the kindergarten for an adequate science program are too numerous to be listed here. They can be found in a number of modern publications.¹

Experiences in care and observation of animals, with insects, plants, and seeds, and with magnets and magnifying glass help the young child to satisfy his growing curiosity about the things in the world about him.

7. *Books.* Each kindergarten should have a large selection of picture storybooks, poetry, science books, and books that give information for social studies.² A library corner with attractive displays should be part of the kindergarten environment.

MATERIALS AND EQUIPMENT FOR MUSIC AND ART

A rich environment which provides many sensory experiences helps children to develop their own creative activities.

¹ Charles K. Arey, *Science Experiences for Elementary Schools*. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

Gerald S. Craig, *Science in Childhood Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1944.

David W. Russell, *Suggestions for the Care of Pets in the Classroom*. Chicago: Scott, Foresman & Co.

Herbert S. Zim, *This is Science*. Service Bulletin. Washington: Association of Childhood Education, 1945.

² May Hill Arbuthnot, *Children and Books*. Chicago: Scott, Foresman & Co., 1947. *Realms of Gold in Children's Books*, compiled by Bertha E. Mahoney and Elinor Whitney. New York: Doubleday, Doran Co., 1929.

Bulletins from the Association for Childhood Education, Washington, D. C.: *Bibliography of Books for Children* (Rev. Ed.), 1946, and *Children and Literature* (Rev. Ed.), 1946.

Materials should be fitted to the interest span of young children and to their developing co-ordination. Children receive much satisfaction from materials that afford quick results and provide for large-muscle activity.

Art Materials

The following paragraphs present some recommended procedures in the use of four commonly available art materials.

1. *Clay.* Clay is a plastic material which lends itself to continued creative expression and helps children to relive and re-create the things with which they are familiar. The teacher needs a large crock or covered pail in which to store the clay and keep it soft.

Plywood boards or the ends of apple boxes, sanded and waxed, serve as modeling boards to keep the clay pieces intact while children are working on them.

Mounted pictures filed in large wooden boxes may be used for reference in modeling or painting, and to assist children with more accurate observation. Clay "slip" in different colors, labeled and stored in glass jars may be used to improve or vary the surfaces of completed objects. Clay materials should be fired if they are to be preserved satisfactorily. Schools should consider the purchase of low-priced kilns.

2. *Finger Paint.* Finger painting is a manipulative experience which provides emotional release and esthetic expression. Many recipes are available for making finger paint. Shelf paper, sheets of white drawing paper or smooth bond, 12 x 18 inches or larger, provide the best surfaces for experimentation. Aprons worn while working give protection to clothing. Tables covered with oilcloth afford good working space.

3. *Calcimine.* Painting on large easels with gaily colored calcimine, using flat brushes one inch wide, interests kindergarten children. Colored or white unprinted news stock, 18 x 24 inches or larger, is inexpensive and suitable for this medium. Painting on standing or built-in easels may be contrived by placing boards of plywood and leaning them against a wall. The

tray should be wide enough to hold several containers filled with small jars in order that a variety of colors may be available for each painter.

4. *Colored Chalk.* Quick and satisfying results make this medium particularly worthwhile. The easels that are used for painting are suitable for drawing with colored chalks. Pictures may be preserved, if desired, by the use of fixative.

MATERIALS FOR MUSIC AND RHYTHMIC EXPERIENCE

Instrumental music in the kindergarten has often been limited almost entirely to the use of the piano. Many other avenues of approach to musical experience and experimentation with tone may be used. Commercial and teacher-made instruments are useful for enriching song and rhythms and encouraging tone experimentation.

Four types of participation in music are needed: singing, rhythmic activity, experimentation with sound, and the use of musical instruments. Listening to and enjoying music made by others can also be an esthetic experience for children.

Songs can be made more vivid by the use of instrumental accompaniment. For example, a drum accents the beat of an Indian song; sticks make the sound of a clock more emphatic; sand blocks emphasize the starting of a train or the blowing of the wind, and halves of cocoanut shells clapped together make the beat of horses' hoofs realistic. The increased use of instruments suggests endless possibilities.

Rhythmic activity in the kindergarten requires adequate floor space or a suitable outdoor area. Records and music should be simple and follow rather than direct the moods and activities of children. The piano, records, or songs may also be used for listening enjoyment without active response.

Musical instruments may be used for tone experimentation. The use of drums, tambourines, triangles, small bells, maracas, shakers, sand blocks, sticks, tone blocks, and melody bells provides variety for experimentation.

OUTDOOR MATERIALS AND EQUIPMENT

Educators recommend that young children spend one-half or more of their time out of doors, if weather permits. The sunniest and most spacious classroom is not comparable to fresh air, sunshine, and adequate outdoor space.

The ideal outdoor space includes a combination of grass, asphalt, and earth treated or specially surfaced to reduce dust. The space provided should be large enough to accommodate a variety of play and work centers which can be set up without confusion or violation of safety measures. Durable link-chain fencing and a gate which can be locked are desirable. A rain-proof, outdoor storage cupboard is a necessity. It should be approximately 6 feet high, 6 feet deep, and 15 feet long, or larger. This cupboard should be so situated that the children and the teacher do not have to carry heavy equipment. Sufficient space should be provided for storage of blocks, tools, paint, clay, boxes, planks, and wheel toys.

Work and play centers for out-of-doors should include the equipment discussed in the following paragraphs.

1. *Blocks.* Block play with large hollow blocks provides for large-muscle development and realistic reliving of experience. These blocks can be purchased in various sizes. They should be made of hard wood or composition and have water-resistant finish. The ends should be grooved for lifting. Planks of various sizes and boxes such as apple boxes, orange crates, banana crates, and large packing boxes or crates add greatly to play. Accessories needed for realistic play are a steering wheel, airplane propeller, steps, small ladders, oil cans, tire pump, and hose.

2. *Wheeled Toys.* A sturdy wagon that can be used for pulling, hauling, and riding is important for co-operative play. Such toys as tricycles and scooters are also useful and can be added if budget permits.

3. *The Sand Box.* A good-sized sand box, 8 feet by 8 feet or larger, is a favorite with children. A canvas cover will protect the sand when it is not in use. Sand tools should include such articles as pails, shovels, spoons, bowls, molds, and scrapers.

4. *Outdoor Tables and Easels.* An outdoor table with benches attached, treated with water-resistant finish, can be used for many purposes. It serves as a clay table, a place for painting constructed articles, or as a place for quiet games.

Easels that provide painting space for five or six children can be set up daily or built to remain permanently outdoors. They should be movable so that shade or shelter can be provided if needed as the weather and seasons change. If outdoor easels are constructed, durability should be a major consideration. A good coat of outdoor paint insures preservation.

5. *Play Apparatus and Materials.* A climbing tree or tower or a catwalk is a necessity for the climbing, hanging, and pulling activities of children. Slides and swings, which take a large amount of space and are limited in use, can be added after other equipment has been purchased. Large, medium, and small-sized rubber balls, jumping ropes, and hoops for rolling are excellent for active children.

6. *Garden Space and Outdoor Cages for Animals.* Wire cages that can be used for housing chickens, rabbits, or guinea pigs allow for firsthand experiences with animals and for the beginning of experiences in science. Facilities for feeding and watering animals and for easy cleaning are necessary. Care of animals during holidays and weekends must be provided.

Gardening is a worth-while experience for children. A space for flowers and quick-growing vegetables should be available. Tools for gardening, a hose, and water supply are essential if gardening is to be successful.

A resourceful teacher will from time to time arrange, rearrange, and add to the environment for her children, for children grow in appreciation of a good environment by living in one.

The environment provided in any kindergarten is indicative of the philosophy of the educators in charge. It also is indicative of the wishes of the community for its children.



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